

## BOOKS

MAKING OBSERVATION MORE  
SCIENTIFIC

MANUAL OF OBSERVATION AND PARTICIPATION. By Alonzo F. Myers and Edith E. Beechel. New York: The American Book Company. 1926. Pp. 263.

This manual for observation and participation is the result of careful experimentation at Ohio University. It is divided into a series of Achievement Problems, and units on Observation of Teaching, Study of Management, Observation of Teaching, A Study of Types of Learning and Teaching and Lesson Planning, and Personality.

The book is most attractively put together. It is punched so that it may serve as the basis of a notebook. Tables are provided to facilitate the instructor's checking the jobs. Much content is given along with the jobs, and a carefully selected set of references is included.

The book makes no attempt to guide the beginning teacher at the most critical place, the period of induction into actual class teaching. The work on types of learning and teaching is suggestive and constructive. But combining it with the set of lesson plan outlines results in a scheme for planning that is impracticable. The authors state that these forms are to be discarded for a series of brief notes once the student has learned to plan. But no outline for this series of "brief notes" is offered nor any guidance for changing from the detailed outlines to such a plan.

KATHERINE M. ANTHONY

## INSPIRATION OUT OF THE WEST

EIGHTY-THIRD ANNUAL REPORT OF THE DETROIT PUBLIC SCHOOLS. By Frank L. Cody. Detroit: Board of Education, City of Detroit. 1926. Pp. 128.

What a public school system! Provisions for the under-privileged child, including the deaf, the blind, and crippled; evening schools for adults, both elementary and high; vocational training for boys and girls of high school age not suited to the regular

curriculum; college training in medicine and education for the city's future leaders; a research department to share its findings with the schools of America—truly Detroit believes in education.

ANNUAL REPORT OF THE SUPERINTENDENT, CLEVELAND PUBLIC SCHOOLS. Cleveland: Division of Publications, Board of Education. 1925-'26. Pp. 137. \$1.25.

A report of a city superintendent of schools, yet the first chapter, approximately 40% of the pamphlet, is made up of accounts of character development in the various Cleveland schools. Moreover, the next chapter, another 40%, is a fascinating story of how Cleveland children are trained into habits of health. Send for this report, Mr. Superintendent; it will gladden your heart.

K. M. A.

## A BRIDGE TO CÆSAR

CÆSAR IN GAUL. By Benjamin L. D'Ooge and Frederick C. Eastman. Boston: Ginn and Company. Pp. 609.

Efficiency is the keynote of D'Ooge and Eastman's *Cæsar in Gaul* which contains no matter that is not serviceable, yet comprises all the necessary material for the second year of Latin.

The schools which have a limited library and those which have no library at all can rest assured that all the necessary material for the understanding of Cæsar is here. The introduction contains an account of Cæsar's life and political career, a discussion of the Gauls and their country, and of Roman military affairs, which explains the army, equipment of soldiers, the camp, and methods of warfare.

The selections of the Argonauts, the life of Hannibal by Nepos, and the life of Julius Cæsar offer sight reading material for drill work.

One of the outstanding features of the book is the change of the indirect discourse passages of Books I and II to the direct discourse. These indirect discourse passages have always been a stumbling block for all Latin classes. And yet, the indirect



discourse is there for reference and comparison. The full notes are really helpful, as they explain the difficult constructions and not the obvious ones.

Other features are the composition based on all Latin selections, the complete treatment of syntax, the 1,000 word drill, and its excellent vocabularies.

The numerous illustrations and the excellent maps and battle plans increase the pupil's interest.

This book certainly bridges the gap between beginning Latin and Cæsar.

LOUISE BOJE

#### OTHER BOOKS OF INTEREST TO TEACHERS

ELEMENTARY SCHOOL SUPERVISION. By Arthur S. Gist. New York: Charles Scribner's Sons. 1926. Pp. 308.

Though this book is the work of a progressive elementary principal, it has little to offer that is new. Its best features are the chapter on study habits, and the ample quotations from the Seattle Elementary Course of Study.

SEEING CALIFORNIA. By William G. Paden. New York: The Macmillan Company. 1926. Pp. 163.

In this geographical reader for the third or fourth grade, Supt. Paden has introduced the California child to the fundamentals in his state geography. The book has open pages, single phase maps that mean something, and excellent illustrations. But unfortunately the author has lacked faith in his fascinating material or in childhood. For he has used the fairy story form. The book will have value as a reference in United States geography; its use will probably be limited to those who have no pronounced aversion to such "mixed drinks."

OUR ENGLISH. By Mary Fontaine Laidley. New York: American Book Company. Beginners' Book, pp. 128; Book One, pp. 307; Book Two, pp. 388.

These books make ample provision for word study and for training in good usage. They are somewhat weak in the schemes for mastery and for self-checking. The material is arranged in a series of units, each emphasizing something to do; hence the composition tends to be vitalized. Aside from this and the development of the paragraph sense there is nothing distinctive in the composition. Although there is plenty of formal grammar in the advanced book, it seems a little lacking in "solid meat."

TYPES OF POETRY. By Jacob Zeitlin and Clarissa Rinaker. New York: The Macmillan Company. 1926. Pp. 1045.

Planned for the introductory course in college literature, this book offers a classification by types that is comparable in scope with the existing

chronological compilations. Its thorough-going character may be indicated by the divisions: The Ballad, popular and literary; the Epic; the Metrical Romance; Miscellaneous Narrative; Lyric Poetry, the song, lyrics of love, lyrics of death, religious lyrics, the reflective lyric; Dramatic Lyric; the Sonnet; the Ode; Elegiac Poetry, the elegiac mood, dirges and laments, memorial poems, formal elegy; Epigram; the Idyll; Didactic, Descriptive, and Informal Verse; Satire; Vers de Societe and Humorous Verse.

Both British and American poetry appear under each head, both classical and contemporary. In the case of the *Farie Queen*, for instance, and *Paradise Lost*, the editors have not hesitated to use extracts, although complete poems are presented when it is feasible or desirable to do so.

THE TOILS AND TRAVELS OF ODYSSEUS. Translated by C. A. Pease. Edited by Stella Stewart Center. Boston: Allyn and Bacon. 1926. Pp. 428. 80 cents.

A complete prose translation of Homer's *Odyssey*, supplemented by illustrations of Greek vases, scenes, etc., and by germane selections from Keats, Tennyson, Browning, Lang, and Stephen Phillips.

DANIEL BOONE: WILDERNESS SCOUT. By Stewart Edward White. Edited by Helen E. Hawkins. Boston: Allyn and Bacon. 1926. Pp. 320. 80 cents.

A story of adventure and hardship, presenting an authentic account of the early development of the Middle West. Prepared as a textbook for junior high school English classes.

SHAKESPEARE'S TAMING OF THE SHREW. Edited by Essie Chamberlain. Boston: Allyn and Bacon. 1926. Pp. 213. 60 cents.

A satisfactory edition for junior high school, although the illustrations may tend to confusion. If the various actresses pictured in the role of Katherine had been designated, if notes had explained the source of eighteenth century prints as well as twentieth century photographs, there would have been added a historic value. Perhaps fewer illustrations all presenting the same face the play for each character would have been more instructive for junior high school pupils, however.

ELEMENTARY PRINCIPLES OF CHEMISTRY. (Revised). By Raymond B. Brownlee, William J. Hancock, Robert W. Fuller, Michael D. Sohon, and Jesse E. Whitsit. Boston: Allyn and Bacon. 1926. Pp. 616.

New students are photographed upon registration at Pennsylvania State College. Under the plan inaugurated this year five prints will be made. One of these will be attached for identification to the student's records in the office of the registrar; others are for use of the college physician, the dean of men or of women, the dean, and the head of the department in which the student is enrolled.